



**INCREASING THE STUDENTS' LISTENING SKILL BY USING STORY
COMPLETION TECHNIQUE AT THE EIGHTH GRADE OF MTS NEGERI
DOLOKSANGGUL**

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of
North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan*

BY:

DEVI ARNIATI

NIM: 34154179

Adviser I

Adviser II

Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

Drs. H. A. Ramadhan, MA
NIP. 19660115 199403 1 002

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2019**



**INCREASING THE STUDENTS' LISTENING SKILL BY USING STORY
COMPLETION TECHNIQUE AT THE EIGHTH GRADE OF MTS NEGERI
DOLOKSANGGUL**

SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of
North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan*

BY:

DEVI ARNIATI
NIM: 34154179

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2019**

Nomor : Istimewa

Lamp :

Prihal : Skripsi

a.n **Devi Arniati**

Medan, 22 Juli 2019

Kepada Yth;

Bapak Dekan Fakultas

Tarbiyah UIN-SU

di –

Tempat

Assalamualaikum Wr.Wb

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswa :

Nama : Devi Arniati

NIM : 34.15.4.179

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : “Increasing the Students’ Listening by Using Story Completion Technique”.

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

Adviser I

Adviser II

Dr. Didik Santoso, M.Pd

NIP. 19660616 199403 1 006

Drs. H. A Ramadhan, MA

NIP. 19660115 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Devi Arniati

NIM : 34.15.4.179

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : **“Increasing the Students’ Listening by Using Story Completion Technique”.**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 22 Juli 2019

Yang Membuat Pernyataan

Devi Arniati

34.15.4.179

ABSTRACT

DEVI ARNIATI, INCREASING STUDENTS' LISTENING SKILL BY USING STORY COMPLETION TECHNIQUE AT THE EIGHTH GRADE OF MTS NEGERI DOLOKSANGGUL IN THE ACADEMIC YEAR 2018/2019.

Skripsi, Medan: Tarbiyah Faculty UINSU of North Sumatera, Medan 2019.

Keyword: *Listening, Story Completion*

The objective of the study was to analyze and describe the process of improving students' listening skill for eighth grade students of MTs Negeri Doloksanggul. The subject of this research is VIII-2 consisted of 28 students. The method used in this study is Classroom Action Research (CAR) which the writer works collaboratively with the English Teacher. This study was conducted following Kemmis and Mc Taggart action research procedure: planning, acting, observing, and reflecting. The study carried out in two cycle. Each cycle consisted of three and five meetings. The observation, interview, and test were the data gathered in this study. The result in this study indicate that there was improvement of the students' listening skill. Most of the students gradually gained good scores at the end of the cycle. The score of Minimum Mastery Criterion (*KKM*) of English lesson was 75.00. in the pre-test, there were 10 or 35.71% students who passed the *KKM* and the mean score of pre-test was 72.14. the result of post-test 1 in cycle 1, there were 13 students or 46.42% who passed the *KKM* considering their mean score of the test gained 79.78 and the improvement was 10.59%. Next, the result of post-test 2 in the second cycle shows that there were 24 students or 85.71% who passed the *KKM* in which the students mean score derived 90.28 and gained 28.39% of improvement. The class condition during teaching learning process was good and also there was a positive response from the English teacher and the students towards the action. In conclusion, story completion can increase students' listening skill.

ACKNOWLEDGMENT

In the name of Allah, the Beneficent, the Merciful. All praised to Allah. Lord of the world, who always guides, and protects her in every step of her life. Because of His guidance, blessing, and love, finally she could finish this *skripsi* and the study at State Islamic University of North Sumatera. Peace and Salutation forever to a noble character, the prophet Muhammad who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

It is a great pleasure to acknowledge the contribution to all of the lectures, institutions, family, and friends who have contributed in different ways hence this *skripsi* is processed until it becomes real scientific paper which will be presented to Faculty of Tarbiyah and Teachers Training in partial fulfilment of the requirements for the degree of S.Pd (S-1) in the Department of English Education.

She would like to express her deeply grateful honour to her beloved father **Alm. Arman** and her beloved mother **Desniaty** who always support her and show great patience all the time in her life, her beloved brother **Ilham Agus Arianto, S.Kep Ners** who always motivated her to finish this *skripsi*. Her beloved sister **Rice Ardona, S.Pd, Deri Artati, Amd and Suci Nova Aryani** who always give advice and motivation to finish this *skripsi*.

She would like to express to express her deepest appreciation and gratitude to this advisors **Dr. Didik Santoso, M.Pd** and **Drs. H. Achmad Ramdhan, M.A.** who kindly helped and gave her precious suggestion during the process of writing her *skripsi*. They have always been patient to give her guidance, support, and advice throughout the stages of this *skripsi* writing.

She also realized that she would never finish this *skripsi* without help and support from people around her. Therefore, she would like to give her gratitude and appreciations to:

1. **Dr. Amiruddin Siahaan**, as the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.
2. **Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum** as the Head of English Department.
3. **Maryati Salmiah, S.Pd, M.Hum.**, as the Secretary of English Department.
4. All the lectures of English Department who always gave motivation and valuable knowledge during her study.
5. **Dermawati Purba, M.Pd.**, as the Headmaster of MTs Negeri Doloksanggul who has given the permission to conduct her research.
6. **Saidi Umar, S.Pd.**, as the English teacher who help her in providing suggestions and motivations as well as the required class for the data collection.
7. All the teachers and staff of MTs Negeri Doloksanggul who have given their time for sharing.
8. The Eighth Grade students of MTs Negeri Doloksanggul in Academic Year 2018/2019, especially VIII-2 for their cooperation and willingness to participate in this research.
9. Her dearest friends **Nur Jam'ah Hasibuan and Khairun Nisak**, for sharing the laughter and love for most of the time she spent in this campus life. Thank you for this eternally friendship and love.
10. All of friends in the Department of English Education batch 2015, especially her classmate **PBI-6** who always support her to finish this *skripsi*.

11. All of her friends and her big family who contributed in this study that she could not mention one by one who always gave motivation and sugesstion to her in finishing this *skripsi*.

The words are never enough to say any appreciation for kindly help and contribution that they have given to her in finishing this *skripsi*. May Allah, the Almighty bless them all. At last but not least, she realized that although she made her best effort, this *skripsi* still far from perfect. Therefore, any constructive criticism and suggestions for enhancement of this *skripsi* is able to give contribution to the readers and useful for the teaching and learning process.

Medan, July 22nd 2019

The wtiter

Devi Arniati

TABLE OF CONTENT

ABSRTACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	v
LIST OF TABLE	viii
LIST OF FIGURE	ix
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of the Problem	4
C. The Limitation of the Study	4
D. The Research Problem.....	4
E. The Objective of the Study	5
F. The Significance of the Study	5
CHAPTER II LITERATURE REVIEW	6
A. Theoretical Framework.....	6
1. Listening Skill	6
2. Story Completion Technique.....	10
a. Definition of Story Completion Technique	10
b. The Principle of Story Completion Technique	12
c. The Design of Story Completion Technique	12
d. The Procedure of Story Completion Technique	12
e. The Advantages of Story Completion Technique.....	13
f. The disadvantages of Story Completion Technique	13
B. Related Study	14

C. Conceptual Framework.....	15
D. Actional Hypothesis	15
CHAPTER III RESEARCH METHOD	16
A. Research Setting	16
B. Data and Data Source	16
C. Research Method.....	16
D. Technique of Collecting Data	20
1. Testing.....	20
2. Observation	21
3. Interview	21
4. Document	22
E. Technique of Data Analysis	22
F. Trustworthiness of Study	23
CHAPTER IV RESEARCH FINDING AND DISCUSSION	25
A. Research Finding	25
1 Preliminary Study	25
2. First Cycle	26
a. Planning	26
b. Acting	27
c. Observing	28
d. Reflecting	30
3. Second Cycle	31
a. Planning	31
b. Acting	31

c. Observing	34
d. Reflecting	35
B. Discussion	39
CHAPTER V CONCLUSIONS AND SUGESSTIONS	42
A. CONCLUSION	42
B. SUGESSTION	43
REFERENCES.....	44
APPENDICES.....	46

LIST OF TABLE

Tables of the Result of Students' Listening Skill by Using Story	Page
Completion Technique	
4.1 The Result of Students' Listening Score in Pre-Test	25
4.2 The Result of Students' Listening Score in Post-Test 1	29
4.3 The Result of Students' Listening Score in Post-Test 2	34

LIST OF FIGURES

Figures of the Result of Students' Listening Skill by Using Story ..	Page
Completion Technique	
3.1 Kemmis and Mc. Taggart Action Research Design	18
4.1 The Mean Score of Students' Pre-Test Post-Test 1-2	36
4.2 The Passed Students' Pre-Test Post-Test 1-2	36
4.3 The Improvement of Students' Score from Pre-Test through Post-test 1-2	37

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Listening plays significant role in the acquisition of the English language. The development of listening has stolen the attention of many English teachers in many countries. Generally, listening is considered as the simplest process of receiving a spoken language. Giving feedback or responding is the last process in the listening.¹Feedback is crucial to this communication process because without feedback the whole idea of effective communication will become passive and ineffective communication. In harmony with the explanation above, it can be concluded that listening is not easy as it seems because it involves not only cognitive processes but also some behavioural and affective processes.

The objective of teaching listening based on 2013 Curriculum: “*Memahami berbagai makna (interpersonal, ideasional, dan tekstual) dalam berbagai teks pendek sederhana yang diucapkan*”.² (While understanding various meanings (interpersonal, ideational, and textual) in various functional spoken short and simple text).

In Ministerial Regulation of Education and Culture (*Permendikbud*) of Republic Indonesia No. 160, 2014 one of the principles of learning process :“*Pembelajaran berbasis aneka sumber belajar;pembelajaran yang berorientasi pada pengembangan keterampilan aplikatif;pembelajaran yang menjaga pada keseimbangan antara keterampilan fsikal dan keterampilan mental.*”³(Provides many kinds of learning experiences through the use of different kinds of strategies and learning methods which are fun, contextual, effective,

¹ Glen Janusik, *Listening Process* : Where Do We Go From Here? In Andrew D. Wolvin, (Ed) *Listening and Human Communication in the 21st Century*, (London: Blackwell Publishing Ltd, 2010), p.204

²Permendikbud RI No.81a Tahun 2013 Tentang Implementasi Kurikulum.

³Kemendikbud RI No.160 Tahun 2014 Tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013.

efficient, and valuable).It means that the new curriculum makes the students act as active as possible.

In reality, the objective of English teaching listening is not achieved yet. This is proved from the researcher's experience when doing teaching practice at MTs Negeri Doloksanggul. The researcher found students when dictated a text and asked them to write whatever they heard, and the results were far beyond expectations. For example,when the researcher read "find" found that they wrote "fine" and even write "pain". This is in due to several factors namely, internal factors and external factor. The internal factor are students' interest in English subject, then how their learning strategies are mainly in English subject, motivation to learn and etc.,. The external factors from their living environment, from the teacher, the media used and techniques in learning especially in English subject.

Futhermore, the writer asked the students about whether they like the teacher's way of teaching English in class, and it was found that 5% of the students like the teacher's way of teaching, 35% of the students are not interested in the teacher's ways teaching, and the other 60% of the students are in between or still confused. The reasons for the responses varied, but it was then found three major problems. First the teaching and learning process was too monoton, just like taking notes, listening to teacher's explanation which sometimes was not clear and detailed and answering questions from textbook. Second, they felt that the teacher was less experienced in teaching. Third, the teacher couldn't conduct the students' attention to the lesson. The last question of the interview is about the media that the teacher uses in teaching English at the class. Based on the syllabus from the teacher, the media used in teaching English varied such as internet, textbook in teaching, and interactive media, but the result of the interview were different. The use of whiteboard in the teaching and learning process was 95%, the use of textbook in the teaching and learning process was 90%, and the other 25% were infocus and laptop without speaker.

Meanwhile, the students expect more variations in media and teaching technique, such as interactive video, internet, story completion and other more fun sources and yet useful for the development of their English skill, especially listening. The Story Completion as a media in teaching English help sensitivity to students' skill of hearing. The influence of story completion is increasing students' listening skill. Story Completion technique constitutes variant from the discussion of the group. Kayi said that Story Completion was an activity which was very enjoyable for the whole class and it is a good choice activity to push students to do oral communication.⁴ The use of Story Completion has benefit on building vocabulary, motivation in speaking and pronunciation. The students' are require to be active in the teaching and learning process in classroom with implement listening and speaking skill through this technique.

To get accurate result about the effect of story completion technique to increase students' listening skill, the writer plans to conduct the study under the title ***Increasing the students' listening skill by using story completion technique at MTs N Doloksanggul.***

B. The Identification of the Problem

There are many problems that can be identified related to listening comprehension : Is there any correlation between the students' motivation and listening comprehension? Is there any correlation between students' interest and listening comprehension? Can media increase the students' listening comprehension, as well as can teaching strategy increase the students' listening comprehension and many other problem?

⁴Hayriye Kayi, Teaching speaking: *Activities to promote speaking in a second language.*(Nevada:University of Nevada, 2006) The Internet TESL Journal. Vol. 12. No. 11.

C.The Limitation of the Study

Based on the identification of the problem, the researcher focuses on the problem of the research on the use of Story Completion technique and listening ability of students. It is conducted at the eight grade of MTs N Doloksanggul.

D.The Research Problem

Based on the identification of the problem and limitation of the problem mentioned above, the researcher had formulated the problem as follows:

How is the implementation of story completion technique to increase the students' listening skill at MTs N Doloksanggul?

E.The Objective of the Study

In line with the statement of the formulation of the problem stated above, the objective of this study is to investigate how is the story completion technique increase the students' listening skill at MTs N Doloksanggul?

F.The Significance of the Study

The result of this study is expected to be useful for some people below:

1. Teachers

The English teachers will have information about Story Completion technique that can increase students' listening skill as a strategy to be used in the classroom and give the positive effect to their students.

2. Students

After the students were taught listening, they have motivation in the listening activity, especially by using story completion technique as a strategy to increase their listening skill.

3. Other researchers

By conducting this study, it will be support and motivate other researchers who need to do a research and also to give positive effect on the quality of the research of increasing students' listening skill through story completion technique.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Listening

Listening is the important skill which is used in daily life communication to convey information, and its primary purpose is to establish and maintain social relations. The importance of listening is stated in the Holy Qur'an Surah Az-Zumar verse 18 as follows:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَٰئِكَ الَّذِينَ هَدَاهُمُ
اللَّهُ وَأُولَٰئِكَ هُمُ أُولُو الْأَلْبَابِ ﴿١٨﴾

“Those who listen to the word advice (none has the right to be worshipped but Allah)and Islamic and follow the best thereof those are (the ones) whom Allah SWT has guided and those are men of understanding.”(Az-Zumar: 18)⁵

This verse shows that Islam gives high attention to listening. It explains about the people who are sincere and lectures and follow it in the best manner are the ones that Allah has giuded and the people of knowledge and understanding which we are listen must be clear and true. They seek truth and turn toward it wherever they find it. They drink their fill of the pure springhead of truth. They are not only after truth and good words, but also are they selective between good and better and choose the latter.⁶

⁵Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Khan, *Translation of the Meaning of the Noble Qur'an in the English Language*, (Madinah : King Fahd Glorious Qur'an Printing Complex),p.244

⁶ Burhan, *Tafsir Ayat Al-Qur'an*,www.al-islam.org/enlightening-commentary-light-holy-quran/vol-16/surah-az-zumar-chapter-39-v 6 | -29.

In addition Tucker states that listening is an analysis of the impression resulting from the concentration where an effort of will is required.⁷

according to Potosi, listening skill is the process that allows the listener to understand and determine message.⁸As defined by the ILA that listening is “the process of receiving, constructing, meaning from and responding to spoken and or nonverbal message”. It can be interpreted that listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds(letters, stress, rhythm and pauses) and we use our brain to convert these into message that mean something to us.

Listening is the most common communicative activity in daily life. Research had showed that adults spend 45%-55% of their daily life communication by listening which is more than any other form of communication such as speaking.⁹That research had been provided with evidence that listening has played an important role in life as a human, especially in communication, it is impossible for someone not to do this activity. In general, listening is a process where listeners listen to speakers to receive, interpret, and understanding the information.

According to Rost, he said that listening is defined as one of process communication which includes four types of orientation: receiving, constructing, collaborating, and transforming. The term “receive orientation” means receiving what the speaker actually says while the term “constructive orientation” means constructing and representing meaning. Meanwhile the term “constructive” means negotiating meaning with the speaker and

⁷ Tucker, W. (1925, April). Science of Listening. *19 century*, 97, 548-557 in book Debra L. Worthington & Graham D. Bodie. *Defining Listening: A historical Theoretical and Pragmatic Assessment*.p.3

⁸ Potosi, *Using Video Materials as A Teaching Strategy for Listening Comprehension*. (Pereira:2002), p.9

⁹ Owen Hargie, *Skilled Interpersonal Interaction: Research, Theory, and Practice* (London: Routledge, 2011), p.117.

responding while the term “transformative” orientation means creating meaning through involvement, imagination and empathy.¹⁰

People commonly misunderstood in terms of hearing and listening. Even though hearing and listening are different, they are in the same context of part of the body used to performing many activities, which is ears. In simple way, hearing is dealing with the senses but listening deals with minds or thinking. Hearing process occurs automatically without efforts or attention to understand what the speakers says, meanwhile listening is more complex than hearing, listening involves, context information and prior knowledge, and requires information processing to understand the meaning behind the spoken language. This description gives the evidences that listening is different from hearing. The term “listening” tends to involve the human psychological side, while the terms “hearing” tends to include only the human psychological side.

Based on the explanation before listening occurs under the consciousness of the listener and it happens because of some purposes of the listener themselves. In harmony with this, listening can be separated into two types of listening, which are interactional listening and transactional listening. Interactional listening, it can be referred to the two-ways listening, it is often socially oriented and mostly it happens to fulfil the listeners’ social need. Interactional listening also involves the interaction between the listeners and speakers. The example of this type of listening often can be found in family gathering, small talk, or casual conversation at the party. On the other hand transactional listening can be referred to the one-way listening. The use of this type of listening is primarily to deliver or communicate information which in this situation the listeners cannot confirm nor clarify the

¹⁰ Michael Rost, *Teaching and Researching Listening*. (London: Pearson Education Limited, 2011), 2nd edition, p.2-4.

information that the speaker informed. This types of listening often find in the seminars, stadium general, and news broadcast.¹¹

While Harmer split listening into extensive and intensive listening.¹² Extensive listening is just like extensive reading with simple purpose to create a better reader, advancing their vocabulary and also grammar. So with extensive listening it also can have the same effect in students' language development. In extensive listening, teacher give the students liberty to choose the material of their extensive listening so they could it outside classroom such as their own home, or while they are traveling somewhere. The materials are vary, it can be movies, songs, audio books and etc., which can be easily get from the internet. The point is that the contents should be appropriate and meet the students' need so that this type of listening will work effectively.

Intensive listening, is where the students and teacher have live interaction and practicing listenig strategies. Sharing topics and responses are included in this type of listening. The forms of intensive listening can be vary, such as story-telling, reading aloud, interviews, or conversations. The main purpose of the intensive listening not only to build and enhance the students' listening skill but also to build students confidence and belief. Because of that, the teacher is highly demanded to be the feedback organizer, machine operator and also the prompter. Some media such as movies, songs and video can be used to support this type of listening. The students can watch the media as many as they want, because the main focus is the students have to recognize and aware with what they hear and listen so they will get the usefull inputs from the materials they listen to.

¹¹ Guan Xiaoxian, and Jin Yan, Interactive Listening: Construct Definition and Operationalization in Test of English as a Foreign Language, *Chinese Journal of Applied Linguistic (Bimonthly)*, 33, 2010, p.17-21.

¹² Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow, United Kingdom: Pearson Education Limited, 2007), Fourth Edition, p.303-308.

Based on reviewed literature of the listening above, the definition of listening skill can be concluded as the skill in understanding the meaning of behind spoken language and the ways to help listen something more effectively.

2. Story Completion Technique

a. Definition of Story Completion Technique

Since Story Completion is a technique for teaching oral communication, it can be included into one of modifying storytelling activity. Kayi says that story completion is an activity which is very enjoyable for the whole class. Story Completion is a good choice activity to push students to do oral communication.¹³ It means that the student can develop their idea and interaction with the other. Meanwhile, Lansky says that kind of Story Completion. Those are structured doll play test, puppetry, thematic apperception test (TAT) with a verbal description, and dramatic production test.¹⁴

According to Patel, Completing story is a good technique for conducting oral work. In this work, the teacher tells a story twice or thrice and then he asks students to repeat it again and again. Last he asks them to tell the story in their own words. This technique develops the logical thinking and sentence sense in the students. The story should be brief, simple and interesting. It should be full of actions.¹⁵ It means that story completion has free speaking activity. They can use their perception, imagination and so on.

¹³Hayrie Kayi, *Teaching Speaking: Activities to promote speaking in a second language*, (Nevada: University of Nevada, 2006) The internet TESL, Journal, Vol.12. No.11

¹⁴M. Lansky L, *Projective Technique in Personality Assessment*. (Berlin: Springer Berlin Heidelberg, 1968)

¹⁵Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*. (Jaipur: Sunrice Publishers & Distributors, 2008), p.107

While, Dhieni said that story completion is a part of the process of translating personal experiences of individuals from their understanding to audiences, involving the process of translating heard voices so that they have certain meanings.¹⁶

Based on statements above, the writer concludes Story Completion technique in this research is kind of technique for teaching speaking which can also have an effect on increasing students' listening skill.

b. The Principle of Story Completion Technique

Story completion technique based on the principle of creativity and innovation. The principle of creativity and innovation is defines the ability or capability to produce and create an original concept or idea and transform it to some forms of expression.¹⁷From the principle, we can relate that new ideas are composed of old elements, means that the creator to this new creative product has come out with his idea that is from existing element and combining the to be new thing.

c. The Design of Story Completion Technique

In story completion, everybody must a lot of ideas to get a good story. With conduct by the teacher, the teacher starts the play with talking about an interesting story, but after a few sentences, the teacher stops narrating or talking. Then, each student in one by one starts to talk or narrate from the point on the previous one stopped. Students can tell and explore the idea of the story. They can use their perception and imagination. Students can tell the characters, events, descriptions and so on. Therefore, students will really enjoy studying because they have to speak the idea of the story in a group.

¹⁶ Dhieni, Nurbiana and Pridani, Lara: *Hakikat Pengembangan Bahasa Anak*, 2008. Semarang: IKIP Veteran.p.4

¹⁷ Iqmal, A. Creativity and Innovation. *International Journal of Aeronautical Engineering*, 2013, p.7

d. The Procedure of Story Completion Technique:

The procedure of Story Completion technique stated by Kayi as Follows:

(1) The teacher asks students to make groups consist of 5 students in each group. (2) The teacher gives the topic of a recount text, the teacher gives them 15minutes to discuss with their group. (3) The teacher starts to tell a story in the beginning. (4) After a few sentences, he or she stops narrating. (5) Then, each student starts to narrate from the point where the previous one stopped.

e. The Advantageof Story Completion Technique:

There are advantage of story completion, such as:

(1) Stories promote a feeling of well-being and relaxation. (2) Increase children's willingness to communicate thoughts and feelings. (3) Encourage active participation.(4) Increase verbal proficiency. (5) Encourage use of imagination and creativity. (6) Encourage cooperation between students. (7)And enhance listening skills.¹⁸

f. The Disadvantagesof Story Completion Technique:

Story completion method is also some disadvantages as follows:

(1) Students' need many vocabularies to tell a story, where the most EFL junior high school students, especially in Indonesia, lack of vocabulary. (2) Teacher should prepare stories which appropriate to junior high school students' age, ability, and knowledge.¹⁹

¹⁸O'Malley, J M, and Pierce L V, *Authentic assessment for English language learners*, (Addison: Wesley Publising Company, 1996), p.12

¹⁹ Ibid,p.12

B. Related Study :

Wijaya, Sukirlan, and Sudirman : *the Implementation of Story Completion Technique in Teaching Speaking*. The result of the researcher concluded that students' speaking ability increased significantly after the teaching of the story completion technique in narrative text. This is seen from the difference in their average achievement before and after the test, which is between 18,28. The researcher also explain that use of the story completion technique can also improve speaking components such as the increase in grammar, pronunciation, vocabulary, influence in speaking etc.²⁰

Rahmawana : *Using Story Completion in Teaching Speaking to the Second Grade Students of SMAN 6 Soppeng*. The result of the researcher concluded that In pre test, the researcher first applied the story completion technique without telling or introducing what story completion is more detailed, then the researcher introduced the material to be explained and divided the students into groups and began to narrate the text from mentioning titles to the story content. The researcher also asked them to continue the story directly or spontaneously in which students were given the opportunity to speak two to three sentences. So, in this pre test the researcher was the speaking center. Then in the post-test treatment that was used also the same as the pre-test, only students already understood the purpose of this story completion.²¹

Santerika: *the Influence of Using Story Completion Technique Towards Students' Speaking Ability at the First Semester of The Eighth Grade of SMPN 19 Bandar Lampung*. In the third journal, same as in the first journal in applying this story completion techniques the researcher found that aspects in speaking skill such as grammar, fluency, vocabulary, pronunciation and their comprehension increased after applying the story completion.²²

²⁰Wijaya, Sukirlan, and Sudirman : *the Implementation of Story Completion Technique in Teaching Speaking*, p.14

²¹ Rahmawana, *Using Story Completion in Teaching Speaking to the Second grade Students of SMAN 6 Soppeng*, p.39

²² Santerika, *the Influence of Using Story Completion Technique Towards Students' Speaking Ability at the First Semester of the Eight Grade of SMPN 19 Bandar Lampung*, p.62

The significant different between the writer researcher and some of previous studies mostly used captioning in implementation of method. In previous studies used for increasing speaking skill meanwhile the writer story completion used for increasing listening skill.

C. Conceptual Framework

Story completion technique can increase the students' listening skill because stories promote a feeling of well-being and relaxation for student so that they can enjoy learning process, story completion technique can increase children's willingness to communicate thoughts and feelings so that they could explore their idea about the story, and they can also encourage active participation, increase verbal proficiency. Other than that, story completion technique can encourage use of imagination and students' creativity and encourage cooperation between students.

D. Actional Hypothesis

Based on the theories and assumption above the researcher proposed actional hypothesis: the implementation of story completion technique can increase students' listening skill of the eighth grade at MTs N Doloksanggul.

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research was conducted at MTs N Doloksanggul. It is on Jl. Sidikalang - Marade, Doloksanggul. The reason for choosing this school because there are some problems the researcher found that the students had a low ability in listening skill.

B. Data and Data Source

In this research, the data of quantitative data and qualitative data would be used. The quantitative data is score of students' listening and qualitative data is the result of interview, observation, and documentation.

In this research, the researcher used the data source such as: interview, observation, and documentation.

C. Research Method

In this research, the researcher used Classroom Action Research. According to Kemmis and McTaggart, Action research is a form of collective self- reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out. Based on the explanation the researcher or writer concludes that classroom action research is a research to an activity and improving the learning in the classroom²³. This kind of research has systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and to improve

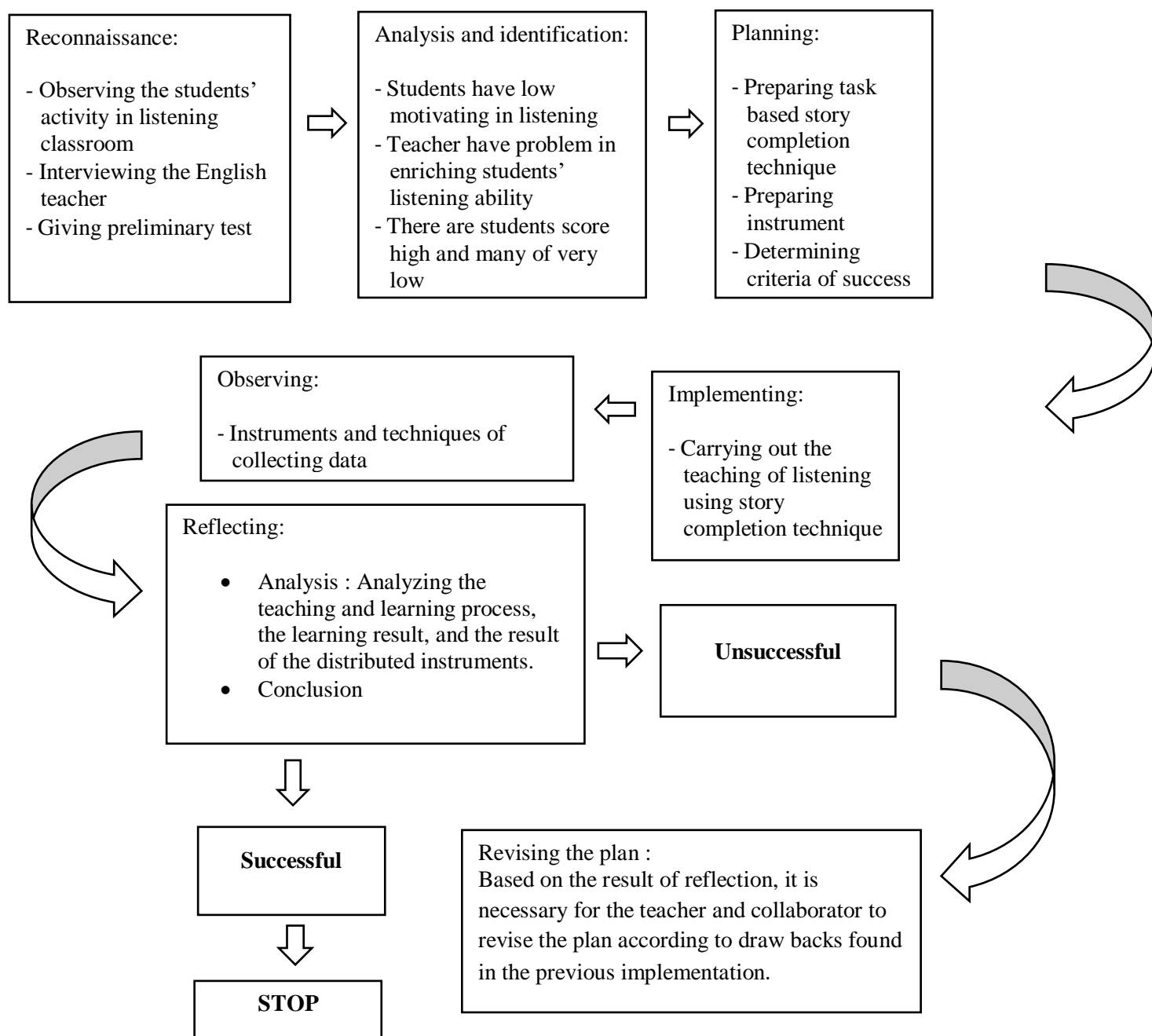
²³Kemmis and McTaggart, *the Concept of Action Research*, (Melbourne, Deakin University) 2002, p. 24

the ways educational setting involved teaching and students learning. Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, and the task given to the students as the evaluation of the applied strategy. It deals with making observation sheets and field notes used to collect the data during the learning teaching process as well as designing the criteria of success used in this study.

The second step of the conducted cycle, implementing is the plan deals with the application of the task based story completion technique. It is for teaching listening as written in the lesson plan to the students in class. The researcher during the implementation of the strategy, observation is also conducted simultaneously to gather the data needed in the study and make sure that the teaching and learning activities being conducted in line with the prepared lesson plan. And in reflecting of an action, the activity focuses on analyzing the collected data from each is to determine whether or not a following cycle is necessary to be conducted. The cycle will be stopped if the criteria of success used in the study are achieved.

Figure 3.1 the Procedure of the Classroom Action Research Model by Kemmis and

Mc. Taggart



Procedures of the Study

The procedures of the Classroom Action Research were adapted from Kemmis's and Mc Taggart's model. The adapted model of the Classroom Action Research procedures could be seen in the figure. 3.1, the procedure of taking the data used by the researcher in this study is

presented in each phrase as follows: (1) Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. Before doing this research, the researcher make a plan then prepared to do the action. In the first step the writer or researcher prepared the teaching strategy and the procedure that will be implemented in the research. Then, the researcher set the proposed solution and the criteria of success. Next, the researcher prepared everything needed to conduct the research such as the instructional material, strategy, media and the instrument used to collect and analyze the data. Based on the result of preliminary observation, the writer or the researcher tried to increase listening skill by using story completion technique. (2) Implementing, story completion technique will implemented for the eighth grade students of MTs N Doloksanggul. In implementing these studies, the researcher and the collaborative teacher will work in collaboration to implement the lesson plan and to observe the activities carried out in the classroom. The researcher and the collaborative teacher implemented the scenario of task based learning based on 10 the time schedule in three stages: opening activity, main activity, and closing activity. (3) Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. The researcher doing observation is the process collecting data about many aspects which happened during the implementation of the action in the class. The researcher observed the teaching learning process and assessment process of the activities done by the student and the teacher in the class. The activity during the implementation of the strategy was evaluated using the instruments that had been developed previously. Next, in the end of the meeting , the researcher gave a naration to know whether the students' listening skill achievement had improved through when use story completion technique or not. (4) Reflecting is the process of analyzing data to determine how for the data collected have shown the success of the strategy in solving the problem. Reflection also shows what factors support the success of the strategy or what other problems

may occur during the implementation process. The result of data analysis, the research made conclusions. The researcher evaluates the model of paper work assessment procedure, the students' paper work which consists of sample of the work, and the students' response to this implementation of students' paper work. In this sense, the researcher tried to criticize the strength and weakness of these procedures in implementing the strategy. The writer and the teacher discuss the result of the implementation of revised lesson plan. If the result is reach the criterion of action succes, it is not necessary to continue to the next cycle.

D. Technique of Collecting Data

Technique of collecting data will be used to see the succes of the actions are in the form of test, observations, interviews, documentation which wereexplained as follows :

1. Testing

There were two kinds of test to measure students' listening skill namely pre-test and post-test. Pre-test or initial reflection was intended to assess the pre-existing listening skill. The Pre-test, it was done to know students' listening skill before doing post-test. The test did orally by asking the students to come forward in groups. The writer was given some topics and the students tell about the topics in front of the class. Then writer records their performance and analyzed them. The scoring was taken based on worksheet consist of essay and multiple choice. While Post-test, it was being done to know students' speaking ability after they were taught using Story Completion method. The system and degree of difficulty of post-test were same as pre-test, because both of them used to measure the students' listening skill after Story Completion method was applied.

2. Observation

Observation was done to get information about human behavior as like in reality. By observation, the researcher could get the clearer description about social life that was difficult

to get by another method, in this case to get any information about the selected teachers' strategy in teaching listening. The ways in doing observation were: a) the researcher prepared the concept of observation form; b) the researcher join in the classroom, c) researcher did observation in the classroom when selected subjects were teaching English. By using observation guide, the researcher observed teachers' strategies when teaching listening in the classroom.

3. Interview

For collecting the data from interview, the researcher used procedure as follows: a) The researcher prepared the concept of questions that would be asked to the selected English teachers. The researcher also prepared recorder to record informants' answers. b) The researcher asked and talked in a friendly way according to the concept of question that had been prepared based on the interview guide. c) The researcher recorded interviewees' answers. d) The researcher wrote interview transcript based on the results of recording.

4. Document

Document where could be seen in the teachers' lesson plan and teachers' material to teach listening , the researcher collected the data about teacher's strategy in teaching listening.

E. Technique of Data Analysis

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The data was used to describe the situation during teaching learning process. Qualitative data would be analyzed according to Miles and Hubermas, is a

comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences that link these phenomena. Their analysis has three main components: data reduction, data display, and drawing and verifying conclusion.

Quantitative data would be analyzed in score while the students learned in listening by using story completion technique. Through quantitative data the researcher would know there was increasing or not on the students' achievement listenings by using story completion technique. The researcher apply the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

In this research the researcher analyzed the qualitative data based on Miles and Hubermas theory there are three main components: data reduction, data display, and drawing and verifying conclusion.

F. Trustworthiness of Study

There is common technique that is usually used to increase the research data credibility. This technique is called triangulation. To get the trustworthiness in this research, the researcher uses source and methodological triangulation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents and discusses data description, data analysis and discussion.

A. Reserach Findings

a. Finding the Preliminary Study

1. The Result of Pre-Test

The pre-test had been conducted before the implementation of the Classroom Action Research (CAR). It was conducted on May 13th, 2019. It started from 7.30 am until 9.00 am. The pre-test was used to measure students listening comprehension skill. The students were asked to watch a movie and retelling the story through writing. (See appendix 3)

Table 4.1

The Result of Students' Listening Score in Pre-Test (*)

No	Criteria	Frequency
1.	Below KKM (Score < 75)	18
2.	Passed KKM (Score >75-85)	8
3.	Passed KKM (Score >85)	2

Note *) for the detail, see appendix 6

Firstly the writer calculated the mean score seen below.

$$\bar{X} = \frac{\sum xi}{n}$$

$$\bar{X} = \frac{2020}{28} = 72.14$$

Next, to know the class percentage that's passed theKKM(Criterion of Minimum Completeness using the following:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{28} \times 100\% = 35,71\%$$

Based on the result of the pre-test, the data showed that the mean of pre-test was 72,14% . There was only 10 students or 35,71% who derived the score above the KKM (Criterion of Minimum Completeness). Meanwhile, the 18 were under from thr criterion. The lowest achievement gained score was 52,00 %. After analysing the result of preliminary study in the pre-test, it can be said that most of students at the eighth grade of MTs Negeri Doloksanggul had difficulty in listening skill. It showed that the result of the pre-test that there were 18 students did not pass the KKM. Thus, it needed to find out the solutions to solve this problem. The writer used movies in teaching listening. The action was needed to improve students' listening skill. The action research was conducted in two cycles. Every cycle was followed the procedures of action research such as planning, acting, observing, and reflecting.

b. Finding of the First Cycle

1. Planning

Planning is the first stage in the class action research. Planning is made based on the diagnosed problem faced by students toward listening taken from interview with English teacher. When the writer prepared the teaching material in the classroom, and also developed teaching procedure the instruments of the research. The instruments of the research are observation sheet, teacher's journal and test. The writer would do this journal in every meeting, and test in the end of the cycle. The writer also prepared learning resources such as slides and movies for the students' activity in listening.

2. Acting

The action of the cycle 1 was done on Monday, May 13th 2019 at 10.15 am – 11.30 am, Tuesday, May 14th 2019 at 10.15 aam -11.30 am and on Monday, May 20th 2019 at 10.15 am -11.30 am. This was the first acting in the implementation of Classroom Action Research.

In this cycle, there were three meetings. The writer implemented the teaching learning process based on the lesson plan which was made by the writer. The plan was witer continue the material that the real English teacher taught which was expressing opinion but instead of using book as the teaching media, the writer modified the teaching material by inserting English movies that in harmony with the theme of the material. The theme for the first meeting was “bullying: a cancer that must be eradicated” so the movies that used was about bullying. In this phase, the writer was teaching in the classroom as an English teacher. And the real English teacher was monitoring and observing the writer’s teaching.

In the first meeting, the writer taught expressing opinion using movies. the writer explained the definition and social function; then, explained the structure to express opinion and showed some examples with the help from short explanation movie about expressing opinion. In explaining the material the writer used both the textbook and also screen to attract the students’ attention. The student then asked to watch a short movie called “ I am Holly- An Anti-Bullying Film by Bedford High School”, while watching they allowed to take a note about the movie and they watched the movie two times. After watched the movie for the second time, the students then asked to write their opinion about the movie and about bullying in school.

In the second meeting, the writer reviewed the material and asked some of the students to read their opinion out loud while the other students had to listen and gave some comments. The next activity was watching full movie called “Zootopia”, while watching the movie they were not allowed to take note and then after watch the movie they have to rewrite conclusion from the whole movie. Unfortunately, because the English lesson only 70 minutes the watching activity was paused and would be resumed in the next meeting.

In the third meeting, the students were really interested to resume the movie. When the whole movie was finished, the writer command the students to devide into 5 groups retell

it in turns where each student must be able to connect the story from the previous story and then, the writer gave the students the worksheet and explained about how to answer the worksheet. Finally, the students had finished answering all of the assignment.

3. Observing

This is the third stage of the Classroom Action Research. In this stage, the writer observed students' performance in the teaching and learning, especially the students' listening performance. In this cycle, the student often asked the writer about the translation from Bahasa to English, how to write the sentences correctly for their opinion, and what kind of verb that suitable for the certain sentence.

Also, the collaborator helped the writer to observe the teaching and learning activity (See appendix 10). In this cycle, the enthusiasm of students in learning process was good because the writer provided the good class and students' condition by using watching popular music video before the students started the material (See appendix 1). The students were also active in the class. The students gave their idea about the short film and discussed it with their friend. However, some of the students were still too shy to ask about the material or the thing that they did not know about.

In this phase, the observer also observed the teaching learning process through post-test 1. The result of post-test 1 showed that the mean score of the class derived 79.78 in which there were 13 students who passed the Minimum Mastery Criterion (*KKM*)75. The following were the detail result of test used in the first cycle:

Table 4.2

The Result of Students' Listening Score in Post-Test 1

No	Criteria	Frequency
1.	Below KKM (Score < 75)	15

2.	Passed KKM (Score >75-85)	12
3.	Passed KKM (Score >85)	1

After calculating the pre-test result, the writer calculated students' first post-test score. To know the result of students' listening, the writer needs to calculate the mean first. The data by using this formula: $\bar{X} = \frac{\sum xi}{n}$

$$\bar{X} = \frac{2234}{28} = 79.78$$

After calculating the post-test 1 score, it showed that the mean score of post-test 1 was 72.4 and gained any improvement 11.86%. to know that improvement to the percentage the writer calculated using this formula:

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{79.78-72.14}{72.14} \times 100\%$$

$$P = 10.59\%$$

Then, in the first cycle of post-test 1, there were 13 students who passed the KKM. If it was calculated into class percentage, it was gained 46.42% through this formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13}{28} \times 100\%$$

$$P = 46.42\%$$

From the data above, it showed that there was students' improvement between pre-test and post-test 1 with percentage was 10.59%. the improvement was low enough. There were many students who still not finished yet their test on time and there were some students who still confused and have difficulties in understanding English story completion. There are several students did not pay full attention to the story and as the result the score was not reach

the minimum criterion. When the students did the test, the class were also affected by the noise from outside the class. Thus, the writer continued the action to the next cycle.

4. Reflecting

Based on the result in teaching and learning listening using movie in the cycle 1, the writer and the collaborator discussed the conclusion that was taken from the cycle 1. The conclusion are:

- There are some students who had not finished their assignment on time, it was caused the time was not enough.
- There were some students who still got difficulty understanding the story. It was caused by most of the students were not used to the watch English movie without for example Bahasa subtitle.

c. Finding of the Second Cycle

1. Planning

In this phase, the writer made a plan for the action based on the problems faced by the students in the previous cycle. The writer solved the problem above by adding the time to finish the test. Fortunately, the next subject teacher gave the writer an additional teaching time by thirty five minutes. To solve the problem of the students' difficulty to understand the movie the writer develop the teaching media using listening interactive games in hoping that the students became aware and get used to in English. The writer also prepared the post-test 2 for the students, observation. Besides that, the writer prepared the teaching material by using movies in two meetings. The researcher and the collaborator planned this action because the result of the students' listening in the first cycle was still low. It could be seen in the result of the students' listening only 13 students or 46.42% who passed the KKM from 28 students in the class.

2. Acting

The action of the second cycle was done on Tuesday, May 21st 2019 at 10.15 am – 11.30 am, Saturday, May 25th 2019 11.45 am – 12.15 pm, Monday, May 27th 2019 at 10.15 am – 11.30 am, Tuesday, May 28th 2019 at 10.15 am – 11.30 am, and Wednesday, May 29th 2019 at 09.45 am – 10.15 am.

In the first meeting, in order to improve the result of students' listening in cycle 1 the writer rearranged the students' seating position, but when the lesson were about to begin prepared a game, the game was modified version of Chinese whisper game. So the learning objective for that day was not accomplish because students attention is not fully focused on the learning process because at that time it coincided with the fasting month so that some students felt bored and sleepy and would be continue in the next meeting.

The second meeting, the teaching process began with explain briefly about the material for that meeting. Then the students watch a movie called "Trolls" and they had to identify some sentences that connected to the material which was "Hopes and Dream" which later those sentences would be explained by writer. After explaining the material hopes and dreams, the writer then asked the students to devide into 5 groups to discuss and practice retelling a story based some of clues that gave by the writer.

The third meeting, the writer reviewed the material of the previous meeting and asked all of the group to performed their assignment in front of the class. After all group had finished the writer proceeded to the next activity which was watching movie that in harmony with theme of the material which was "hopes and Dream", the movie was called "Sing", when the movie were being played about 15 minutes the power was cut out and the writer decided to wait for about half hour in hoping that the power would be came back on, but it was not happening. The other problem caused by the power cut out was the condition of the class became so crowded, it become uncomfortable fot teaching and learning process to happen. The writer decided to resume the movie in the next meeting.

The forth meeting, the movie watching activity began smoothly for about 45 minutes and unfortunately the power supply was cut again. The students began to question what kind of the problem keep happening over and over. the witing for power to back on was 30 minutes and it did not happen. So the writer decided to resume the movie in the next meeting because the interval between the forth and the fifth meeting was a day, so their memories still fresh.

The fifth meeting, the writer already made a deal with the next subject teacher to use their time so the movie watching activity and the test would be happen in one meeting. As usual the writer asked the students to focus the students' attention and the activity run smoothly till the end of the story. Because since the beginning of the meeting, the writer has devided into several group. Hereinafter the writer asked the students to start making a short script with their group so that the students could be more focused because in this research the writer using story completion technique which is work in group. While making a short script, the writer walked around checking their works. Most of time, the students asked and helped each other to tell the plot of the story.

After the students had finished all the assignment, the writer gave them 10 minutes to read their answers and script. This aimmed to stimulate the students to have a big picture of what they had heard the story before the game started. When the times was over, the writer asked the students to submit their worksheet in front of the class.

The writer gave the instruction to the students about the game called *Left to Right*. The writer gave a dice to one of the students who was sitting in the corner. The writer was singing a song entitle "Walking" while the students were rolling the dice to the other students. When the writer stoppes singing, the students were holding the dice had to complete the story based on the previous story. The game was running really well and the students were really exited to connect the story.

At the end of the class, the writer invited the students to review the material they had learned on that day. The writer also asked the students about their feelings and opinions on the listening activity using story completion technique.

3. Observing

In cycle 2, the only major problem was the power supply that cut out, other than that there were no major problem. Besides the power problem, the students were really enthusiast and active in study using the movies, they were followed the lesson calmly without make a lot noise, they also did their task and test on time, they were asked fewer translation in the learning process because they bought their own dictionary, they only question that they asked the writer whether their sentences correct or not. In this phase, the writer also observed the teaching learning process through post-test 1 and post-test 2 (See Appendix 4 and 5). The following were the detail result of test used in the second cycle.

Table 4.3

The Result of Students' Listening Score in Post-Test 2

No	Criteria	Frequency
1.	Below KKM (Score <75)	4
2.	Passed KKM (Score >75-85)	7
3.	Passed KKM (Score >85)	17

Note*) for the detail, see Appendix 6

The calculation of the mean of students' score in listening post-test 2 gained 90.28. It was derived from: $\bar{X} = \frac{\sum xi}{n}$

$$\bar{X} = \frac{2528}{28} = 90.28$$

In the post-test 2, the writer got the mean score. Thus the writer made a percentage in calculation:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{90.28 - 72.14}{72.14} \times 100\%$$

$$P = 25.14\%$$

The result of data from post-test 2 showed that the post-test 2 had 25.14% improvement from the pre-test. In the second cycle of post-test 2, there were 24 students who passed the KKM. If it was calculated into percentage, it was 85.71% through this formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{24}{28} \times 100\%$$

$$P = 85.71\%$$

Based on the data test above, the average students' listening achievement on this cycle is 90.28 and there were 24 students passed the KKM or 85.71% students. On the other hand, there were 14.29% students who did not pass the KKM or 4 students. The improvement in this cycle was high and met the criteria of the action research of CAR in which minimum 75% students passed the KKM could be achieve. From the result of thid cycle, the writer stopped this research and would not continue to the next cycle.

4. Reflecting

The reflection was carried out after gaining the score result of listening test. The researcher and the English teacher felt satisfied in as much their made efforts to improve the students' listening skill had been realized. The students could enjoy and followed the English lesson with ease the help of English movies as the teaching media. It was proven by their improving scores from the pre-test to post-test 2. After achieving the target research that minimal 75% who passed the KKM, the writer decided to stop the CAR because it had already succed. Therefore, the writer and the real teacher did not have to revise the plan.

According to the result of evaluating between the writer and the collaborator, it could be assumed that the implementation of CAR by using story completion technique to improve students' listening skill was appropriate with the planning that had been discussed by the researcher and the real teacher. In this case, each section was planned as good as possible in order to the listening activities could be accomplished well. From all the calculations above, the diagram of Students' Mean Score. The Passed Students in the Percentage, and the Improvement Students' Score in the Percentage could be seen from the diagram below:

Chart 4.1

The Mean Score of Students' Pre-Test- Post-Test 1-2

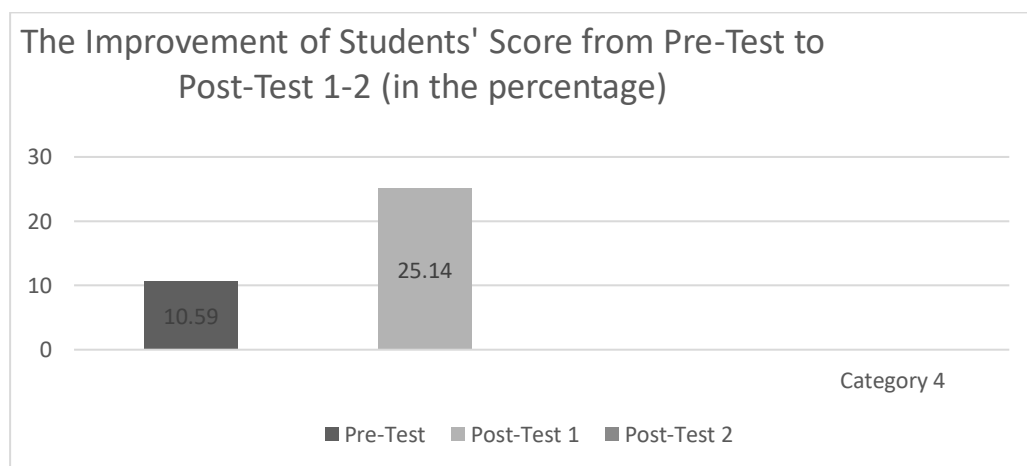


Chart 4.2

The Passed Students in the Pre-Test – Post-Test 1-2

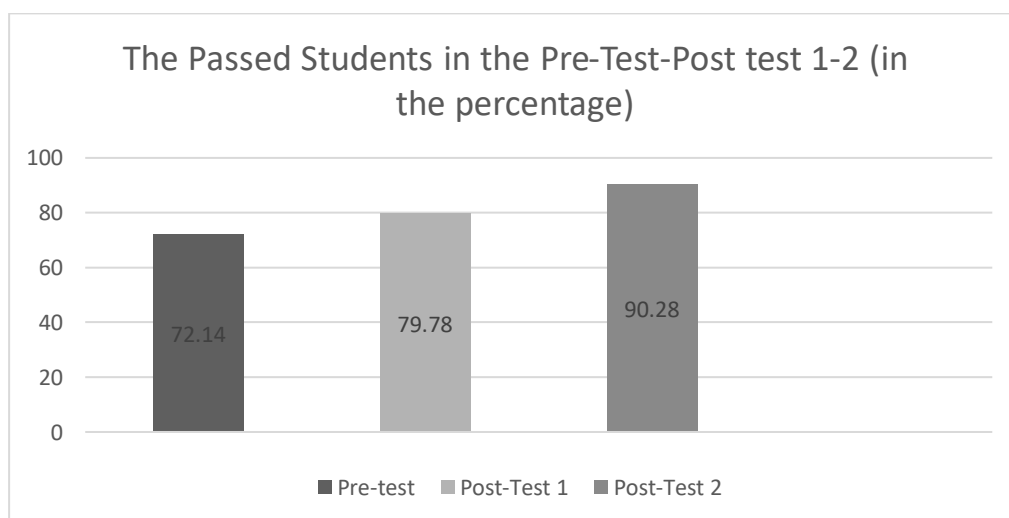
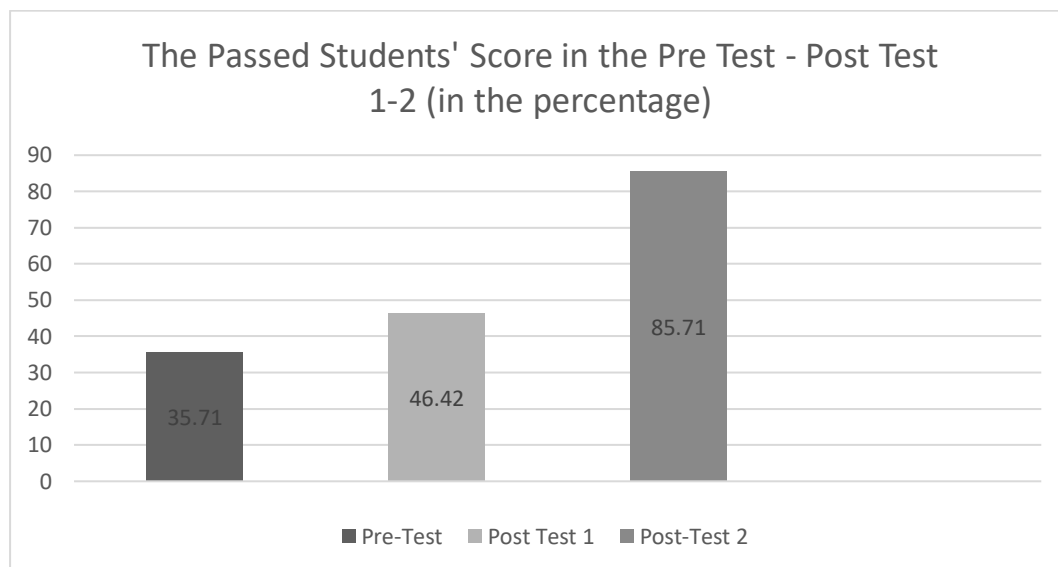


Chart 4.3

The Improvement of Students' Score from Pre-Test through Post-Test 1-2



d. Findings After Implementing the Action

1. The Result of Post-Interview for the Teacher

After implementing the action, the writer carried out the structured interview with the teacher. The writer asked 10 question to the teacher. The question were devided into two categories; the genaral condition in the classroom during teaching listening using Story Completion and the teacher's response in implementing Story Completion in the class (See Appendix 12).

The first category was the general condition in the classroom during teaching listening using story completion. The teacher said at the class condition wass better than before. The students' motivation to study increased when they followed the lelsson. Although at some point of the research the class condition became crowded and uncomfortable, it didn't reduce the spirit and enthusiasm of the students in following the lesson.

The second category was the teacher's response in implementing story completion in the class. The teacher said that story completion technique helped the students in increasing their listening skill in fun and enjoyable way.

2. The Result of Students' Interview

The interview was held on Friday, May 31st 2019. It started from 10.15 until 11.30 am. In this interview, the writer asked three question about the students' perception during teaching learning by using story completion technique(See Appendix 13). Based on the interview, the researcher concluded that they felt enjoy and enthusiast in learning English through story completion. They felt that using Story Completion as teaching media made the lesson more enjoyable and interesting. In matter of skill, most of the students felt that their listening skill were significantly improved after the action.

e. Test of Normality

One-Sample Kolmogorov-Smirnov Test				
		posttes_1	posttest_2	pretest
N		28	28	28
Normal Parameters ^{a,b}	Mean	79,79	90,29	72,14
	Std. Deviation	7,187	6,127	10,967
	Absolute	,137	,217	,200
Most Extreme Differences	Positive	,134	,120	,200
	Negative	-,137	-,217	-,137
Kolmogorov-Smirnov Z		,723	1,150	1,057
Asymp. Sig. (2-tailed)		,673	,142	,214

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of teting normality above, p-value obtained value for capability data before test of 0.214 and p-value for capability data after test of 0.142. whole the data group has a p-value greater than $\alpha = 5\%$ or 0.05 ($p\text{-value} > 0.05$). it is known that ability data before test and after test normal distribution.

f. T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest_1	7,643	10,097	1,908	-11,558	-3,728	-4,006	27	,000
	pretest - posttest_2	18,143	10,858	2,052	-22,353	-13,932	-8,841	27	,000

Based on the result of the paired t-test above, obtained more p-value small than 0.05 which is equal to 0.000 which is shows that there are differences significant between average abilities before test and ability after test, which is on average ability after test amounting 18.143 to and average ability before test only 7.643. This shows that there is better changes to ability after doing test.

B. Discussion

The writer conducted CAR in class VIII-2 which belongs to MTs N Doloksanggul. The focus of this study was obviously defined to increase the students' listening skill. Therefore, the writer applied some steps as described in chapter III to achieve the goal.

The writer introduced story completion to the students as a new media to increase their listening skill. Before the writer implement story completion, the writer conducted the classroom observation in preliminary information gathering. The classroom observation was conducted in order to find the problems faced by the students and to make plans to implement story completion in cycle 1. During the implementation of story completion as a media, the writer also use some instruments to support the research. The result of the reflection gave the

writer the guidance to conduct a new activity for improvement in the next cycle. Therefore, as a practioner of CAR to increase the classroom practice, the writer used the new activity of story completion. It was a game to access the students' listening skill.

At the end of the action, the writer claimed that implementation of story completion as a media is potentially to improve 8th grade students' listening skill in MTs N Doloksanggul. The improvement of the students' listening using story completion was proved by the students' achievement and data of the instruments as described in the previous section of this chapter. For example, the mean score of the students' test showed the improvement in every test. Futhermore, the field notes also recorded that the students really enjoyed the learning process and did the writer's instructio. It means that the goal of learning process was observably achieved.

In the last of all the research findings, presented by the writer in this chapter IV, show that the writer as a practioner of this CAR successfully improved the writer's classroom practice. The implementation of story completion as a new media implementated in MTs N Doloksanggul did work and the goal of the learning process was achieved.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding of Chapter IV, it showed that the students' listening skill at the eighth grade of MTs N Doloksanggul can be improved through story completion technique. It could be seen by the students' mean score was increased. The mean score of pre-test was 72.14, while the mean score of post-test 1 in cycle 1 was 79.78. This meant that the improvement was still needed so the writer conducted the cycle 2 that was ended by post-test 2. It can be stated that story completion can improved the students' listening skill. It was also supported by the result of the post interview and there are no negative factor that emerge in the cycle 2. It can be concluded, story completion activity can significantly improve the students' listening skill.

Futhermore, there was a significant improvement in the mean score of each test. It was also indicated by teaching listening skill through story completion could be improved because the students learnt English in enjoyable and fun way. Based on the explanation above, it can be concluded that story completion technique can significantly improve the students' listening skill at the eighth grade (VIII-2) of MTs N Doloksanggul.

B. Suggestions

Based on the findings and discussions stated in the previous chapter, some suggestion are give to the participants who are closely related to this study. They are presented as follows.

1. For the English Teacher

42

The English teachers should consider the students' need and interest before designing listening material. It is important for the teachers to use various activities that is

appropriate to the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use story completion as one of the appropriate activities in teaching listening. Also, through story completion the class would be fun and increase students' motivation in order to learn listening in English.

2. For Students

By using the story completion in the class, the students have opportunity to get exposure to English as the authentic material. It also improves the students' listening by story completion.

3. For Other Researcher

The weakness of this study deals with limited time in doing the action. Other researchers who are interested in the same field are recommended to implement the action in a longer period of time to get more maximum result so that the improvement will be more significantly seen.

Appendix10

Observation Sheet of Teacher Activities in Teaching Learning Process

Cycle / Meeting : One / 1st Meeting

Day / Date : Monday, May 13th 2019

Time : 10.15 am – 11.30 am

Topic : Expressing Opinion

Berilah tanda centang (√) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/

Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

Doloksanggul, Mei 2019

Guru Mata Pelajaran Bahasa Inggris

*Appendix10***Observation Sheet of Teacher Activities in Teaching Learning Process**Cycle / Meeting : One / 2nd MeetingDay / Date : Tuesday, May 14th2019

Time : 10.15 am – 11.30 am

Topic : Expressing Opinion

Berilah tanda centang (√) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/
Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

*Appendix 10***Observation Sheet of Teacher Activities in Teaching Learning Process**Cycle / Meeting : One / 3rd MeetingDay / Date : Monday, May 20th 2019

Time : 10.15 am – 11.30 am

Topic : Expressing Opinion

Berilah tanda centang (✓) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/
Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				

10.	Guru memberikan evaluasi di akhir pembelajarn				
-----	---	--	--	--	--

Doloksanggul, Mei 2019
Guru Mata Pelajaran Bahasa Inggris

Saidi Umar, SPd.

Appendix10

Observation Sheet of Teacher Activities in Teaching Learning Process

Cycle / Meeting : Two / 1st Meeting

Day / Date : Tuesday, May 21st 2019

Time : 10.15 am – 11.30 am

Topic : Expressing Hope and Dreams

Berilah tanda centang (✓) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/

Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

Doloksanggul, Mei 2019

Guru Mata Pelajaran Bahasa Inggris

Saidi Umar, SPd.

Appendix10

Observation Sheet of Teacher Activities in Teaching Learning Process

Cycle / Meeting : Two / 2nd Meeting

Day / Date : Saturday, May 25th 2019

Time : 11.45 am – 12.15 pm

Topic : Expressing Hope and Dreams

Berilah tanda centang (✓) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/
Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

Doloksanggul, Mei 2019

Guru Mata Pelajaran Bahasa Inggris

Saidi Umar, SPd.

Appendix10

Observation Sheet of Teacher Activities in Teaching Learning Process

Cycle / Meeting : Two / 3rd Meeting

Day / Date : Monday, May 27th 2019

Time : 10.15 am – 11.30 am

Topic : Expressing Hope and Dreams

Berilah tanda centang (✓) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/

Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

Doloksanggul, Mei 2019

Guru Mata Pelajaran Bahasa Inggris

Saidi Umar, SPd.

Appendix 10

Observation Sheet of Teacher Activities in Teaching Learning Process

Cycle / Meeting : Two / 4th Meeting

Day / Date : Tuesday, May 28th 2019

Time : 10.15 am – 11.30 am

Topic : Expressing Hope and Dreams

Berilah tanda centang (✓) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/

Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

Doloksanggul, Mei 2019

Guru Mata Pelajaran Bahasa Inggris

Saidi Umar, SPd.

Appendix10

Observation Sheet of Teacher Activities in Teaching Learning Process

Cycle / Meeting : Two / 5th Meeting

Day / Date : Wednesday, May 29th 2019

Time : 10.15 am – 11.30 am

Topic : Expressing Hope and Dreams

Berilah tanda centang (√) pada kolom sesuai dengan pengamatan anda. SB = Sangat Baik/
Very Good; B = Baik/Good; C = Cukup/ Adequate; K = Kurang/ Insufficient.

No.	Butir-Butir Penilaian	Skor			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti pembelajaran.				
2.	Siswa berpartisipasi aktif di dalam kelas.				
3.	Siswa memberikan pertanyaan atau komentar terhadap penjelasan yang diberikan guru.				
4.	Siswa memberiakan pertanyaan atau komentar tentang story completion				
5.	Siswa secara aktif berdiskusi dengan guru dan teman mengenai story completion.				
6.	Siswa mengemukakan ide mengenai story completion.				
7.	Guru memberikan media/alat pembelajarn yang sesuai dengan indikator bahan ajar.				
8.	Guru memberikan siswa untuk bertanya.				
9.	Guru mengamati kesulitan/kemajuan siswa.				
10.	Guru memberikan evaluasi di akhir pembelajarn				

Doloksanggul, Mei 2019

Guru Mata Pelajaran Bahasa Inggris

Saidi Umar, SPd.

Appendix 11

Interview Guideline and Result for the English Teacher in Preliminary Study before Classroom Action Research (Pre-Interview)

A. Interview Guideline

1. Menurut bapak, bagaimana kondisi siswa selama proses pembelajaran Bahasa Inggris di kelas?
2. Berapa standar nilai KKM yang bapak tentukan untuk siswa bapak?
3. Skill apa yang di anggap siswa paling sulit dalam pembelajaran Bahasa Inggris?
4. Bagaimana kemampuan siswa bapak dalam pelajaran bahasa Inggris terutama mendengar (Listening)?
5. Sebagai guru bahasa Inggris, usaha apa saja yang telah anda lakukan guna meningkatkan Listening skill para siswa?
6. Media apa saja yang bapak gunakan dalam mengajar Bahasa Inggris di kelas?
7. Bagaimana tanggapan siswa terhadap media yang bapak gunakan?
8. Apakah anda pernah mendengar istilah "Story Completion" dalam pengajaran bahasa Inggris di kelas?
9. Menurut anda apakah penggunaan media "Story Completion " akan mepermudah atau mengembangkan "listening skill" para siswa?

B. Interview Result

Interviewer : Devi Arniati
Interviewee : Saidi Umar, S.Pd
Profession : English Teacher
Day and Date : Saturday, 11th May 2019
Time : 10.15 am – 10.30am
Venue : Library
W: Writer
T : Teacher

1. W: Menurut bapak, bagaimana kondisi siswa selama proses pembelajaran Bahasa Inggris khusus nya di kelas VIII-2?
T : Kondisi siswa di VIII-2 dalam belajar Bahasa Inggris sangat baik, siswa juga mengikuti pelajaran dengan baik, dan juga respon atau reaksi mereka terhadap pelajaran Bahasa Inggris juga sangat positif. Tidak hanya respond dan kondisi saja

yang baik, dalam mengerjakan soal pun siswa rata rata memiliki kemampuan yang baik

2. W: Untuk KKM sendiri, berapa KKM yang di tentukan oleh sekolah?

T: Untuk KKM sekolah menentukan KKM untuk pelajaran Bahasa Inggris yaitu 80, karena melihat kemampuan siswa yang di nilai baik sehingga di tentukan KKM 80.

W: Berarti untuk KKM setinggi itu, semua skill/kemampuan kebahasaan sudah di kuasai siswa pak?

T: Alhamdulillah, hampir semua skill sudah siswa kuasai dan di terapkan dengan baik.

3. W: Skill apa yang di anggap siswa paling sulit dalam pembelajaran Bahasa Inggris?

T: Untuk skill yang agak sulit siswa pahami yaitu Listening

4. W: Bagaimana kemampuan siswa bapak dalam pelajaran bahasa Inggris terutama mendengar (Listening)?

T: Ya, kemampuan siswa di listening lumayan rendah.

5. W: Sebagai guru bahasa Inggris, usaha apa saja yang telah bapak lakukan guna meningkatkan Listening skill para siswa?

T: Untuk meningkatkan listening skill siswa, saya memberikan sebuah wacana atau di berikan sebuah teks sehingga siswa itu akan menanggapi teks itu dengan pembicara 1 dan 2.

6. W: Selama mengajar Bahasa Inggris, media apa saja yang telah bapak gunakan?

T: Medianya saya gunakan seperti tape, in-focus, dan juga speaker ataupun headphone.

7. W: Bagaimana tanggapan siswa terhadap media yang bapak gunakan?

T: Tanggapan siswa sangat baik, karena sebagaimana yang kita tahu media tersebut membuat siswa berpikir lebih baik.

8. W: Seperti yang bapak ketahui judul skripsi saya itu "Increasing Students' Listening Skill by Using Story Completion Technique", Apakah anda pernah mendengar istilah "Story Completion " dalam pengajaran bahasa Inggris di kelas?

T: Ya, saya pernah mendengar istilah tersebut dalam pengajaran Bahasa Inggris.

9. W: Menurut bapak apakah penggunaan "Story Completion Technique" akan mempermudah atau mengembangkan "listening skill" para siswakedepannya?

T: Saya rasa itu akan memberikan efek yang baik untuk siswa, terutama listening mereka, karena dengan bercerita mereka tidak hanya mendengar tetapi juga melihat si pembicara nya tersebut dan pasti itu akan membantu daya pikir mereka.

Appendix 12

Interview Guideline and Result for the English Teacher after Classroom Action Research (Post-Interview)

A. Interview Guidelines

1. Menurut bapak, bagaimana kondisi siswa setelah menggunakan Story Completion dalam pembelajaran listening?
2. Bagaimana kemampuan pemahaman mendengar siswa bapak setelah menerapkan Story Completion?
3. Bagaimana partisipasi siswa ketika pembelajaran listening dengan menggunakan media Story Completion?
4. Kendala apa yang terlihat ketika menerapkan Story Completion di kelas?
5. Menurut bapak, bagaimana cara mengatasi kendala tersebut?
6. Apa pendapat bapak setelah melihat pembelajaran listening dengan menggunakan media Story Completion?
7. Apakah bapak merasa termotivasi setelah melihat penggunaan Story Completion sebagai media pembelajaran di dalam kelas?
8. Menurut pendapat bapak, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran listening dengan menggunakan Story Completion?
9. Menurut bapak, apakah strategi pengajaran dengan media pembelajaran, yaitu Story Completion, efektif diterapkan pada pengajaran listening skill?
10. Menurut bapak, apakah media pembelajaran dengan menggunakan Story Completion dapat meningkatkan kemampuan mendengar (listening skill) siswa dalam bahasa Inggris?

B. Interview Result

Interviewer : Devi Arniati
Interviewee : Saidi Umar, S.Pd
Profession : English Teacher
Day and Date : Saturday, 11th May 2019
Time : 10.30 am – 11.00 am
Venue : Library
W: Writer
T : Teacher

1. W: Menurut bapak, bagaimana kondisi siswa setelah sebulan saya melaksanakan PTK menggunakan story completion dalam pembelajaran listening??

T : Kondisi siswa di VIII-2 menjadi lebih baik, juga lebih aktif dan semangat dalam mengikuti pelajaran Bahasa Inggris.

2. W: Bagaimana kemampuan pemahaman mendengar siswa bapak setelah saya menerapkan story completion tersebut? Menurut bapak apakah sudah bagus atau masih kurang?

T: Ya seperti yang kita lihat dari hasil test nya kemampuan siswa menjadi meningkat, hal ini disebabkan oleh penerapan Ananda Devi sendiri juga sangat baik dan juga di tambah respon siswa yang sangat baik.

3. W: Selama bapak menjadi observer di penelitian saya, bagaimana partisipasi siswa terhadap media pembelajaran saya?

T: Partisipasi siswa sangat baik sekali, siswa juga aktif dalam menjawab dan juga karena mereka suka dengan film yang di tayangkan itu membuat mereka menjadi sangat antusias untuk belajar.

4. W: Kendala apa yang terlihat oleh bapak ketika saya menerapkan story completion di kelas?

T: Ya seperti yang kita tahu waktu itu terjadi mati lampu sehingga proses belajar mengajar menjadi terhenti dan juga karena ukuran kelasnya yang besar kadang-kadang kualitas suara dari speaker itu menjadi kurang jelas.

5. W: Menurut bapak, bagaimana cara mengatasi kendala tersebut?

T: Ya untuk masalah mati lampu, palingan kita bisa berdiskusi dengan pihak sekolah untuk pengadaan genset supaya proses pembelajaran tidak terganggu dan juga untuk masalah speaker mungkin saya nanti akan berdiskusi dengan kepala sekolah supaya speaker diganti dengan yang lebih bagus supaya suaranya menjadi lebih jernih

6. W: Apa pendapat bapak setelah melihat pembelajaran listening dengan menggunakan media story completion?

T: Ya menurut saya sangat bagus sekali, karena selain bisa meningkatkan listening siswa, dengan story completion juga bisa meningkatkan skill lainnya seperti speaking bahkan writing.

7. W: Apakah bapak merasa termotivasi setelah melihat penggunaan story completion sebagai media pembelajaran di dalam kelas?

T: Ya pasti, saya juga berencana menerapkan hal ini kelas lain, supaya siswa-siswa menjadi lebih bersemangat dalam belajar Bahasa Inggris.

8. W: Menurut bapak, apakah strategi pengajaran dengan media pembelajaran, yaitu story completion, efektif diterapkan pada pengajaran listening skill?

T: oh tentu sangat efektif, karena disana sudah jelas ya dengan story completion itu siswa dapat mendengar cerita apa yang di bicarakan dan juga dengan story completion skill-skill yang lainpun bisa ikut ditingkatkan.

10. W: Menurut bapak, apakah media pembelajaran dengan menggunakan story completion dapat meningkatkan kemampuan mendengar (listening skill) siswa dalam bahasa Inggris?

T: Ya tentu, seperti yang saya katakan media ini saya kira sangat efektif untuk meningkatkan skill listening siswa.

W: Jadi menurut bapak penelitian saya ini bisa di anggap berhasil atau tidak pak?

T: Tentu, ya kita lihat dari perkembangan skor siswa dari test-test tersebut.

Appendix 13

Students' Interview Results after Implementing CAR

Interview Result 1

Interviewer : Devi Arniati
Interviewee : Latifah K
Profession : Student of MTs N Doloksanggul
Day and Date : Friday, May 31st 2019
Time : 11.35 am – 11.40 am
Venue : Class Corridor

W : Writer

S : Student

1. W: Menurut Latifah sendiri dalam mengajar itu perlu atau tidak menggunakan media? Kalau iya kenapa dan kalau tidak kenapa alasannya?
S: Kalau menurut Ifah tu perlu karena tidak semua siswa itu bisa mengerti hanya dengan penjelasan dari guru atau buku, ada beberapa siswa seperti saya sendiri bisa mengerti dengan cepat itu dari media seperti film lagu dan juga tidak semua guru bahasa Inggris bisa menyampaikan materi dengan bagus.
2. W: Setelah belajar Listening Bahasa Inggris menggunakan story completion, apakah ada pengaruh di nilai Latifah sendiri?
S: Tentu ada, misalnya pertama selain ningkatin listening, story completion juga ada manfaatnya seperti ketika awalnya pelafalan saya salah terkoreksi .
3. W: Bagaimana pendapat latifah ketika belajar Bahasa Inggris menggunakan story completion?
S: Ya yang pasti lebih seru jadi ngga monoton. Dari pada hanya memakai buku itu jadinya bosan.

Interview Result 2

Interviewer : Devi Arniati
Interviewee : Attadarik Umar Faras

Profession : Student of MTs N Doloksanggul

Day and Date : Friday, May 31st 2019

Time : 11.40 am – 11.45 am

Venue : Class Corridor

W : Writer

S : Student

1. W: Menurut Faras sendiri dalam mengajar itu perlu atau tidak menggunakan media? Kalau iya kenapa dan kalau tidak kenapa alasannya?

S: Perlu, karena di era seperti sekarang ini apa-apa serba teknologi jadi ya guru-guru harus lebih sering menggunakan media.

2. W: Setelah belajar Listening Bahasa Inggris menggunakan story completion, apakah ada pengaruh di nilai Faras sendiri?

S: Jujur si ada, yang awalnya saya malas dalam pelajaran bahasa Inggris tetapi dengan menggunakan cara mengajar yang seperti ini saya lebih tertarik.

3. W: Apakah film yang saya gunakan dalam mengajar Bahasa Inggris selama sebulan ini malah mempermudah atau mempersulit Faras dalam memahami pelajaran?

S: Jujur Mempermudah, karena dengan story completion yang awalnya ada kosakata yang tidak tahu jadi tahu, itu justru membuat siswa seperti saya ini menjadi semakin berkembang.

REFERENCES

- Bostrom R. N. "Rethinking conceptual approaches to the study of listening". *International Journal of Listening* 2011.
- Burhan, *Tafsir Ayat Al-Qur'an*, <http://www.al-islam.org/enlightening-commentary-light-holy-quran/vol-16/surah-az-zumar-chapter-39-verses-1-29>
- Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching (Methods, Tools, Techniques)*. Jaipur: Sunrice Publishers & Distributors, 2008.
- Glen in Janusik, Listening Pedagogy: Where Do We Go From Here? In Andrew D. Wolvin, (Ed) *Listening and Human Communication in 21st Century*, (London: Blackwell Publishing Ltd, 2010)
- Guan Xiaoxian, and Jin Yan, Interactive Listening: Construct Definition and Operationalization in Test of English as a Foreign Language, *Chinese Journal of Applied Linguistic (Bimonthly)*, 33, 2010.
- Hayriye Kayi, Teaching speaking: *Activities to promote speaking in a second language*. (Nevada: University of Nevada, 2006) The Internet TESL Journal. Vol. 12. No. 11. Heidelberg, 1968)
- Iqmal, A. Creativity and Innovation. *International Journal of Aeronautical Engineering*, 2013.
- Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow, United Kingdom: Pearson Education Limited, 2007), Fourth Edition.
- Kemendikbud RI No.160 Tahun 2014 Tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013*.
- Kemmis and McTaggart, *the Concept of Action Research*, (Melbourne, Deakin University) 2002.
- M. Lansky L, *Projective Technique in Personality Assessment*. (Berlin: Springer Berlin).
- Michael Rost, *Teaching and Researching Listening*. (London: Pearson Education Limited, 2011, 2nd edition)
- Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Khan, *Translation of the Meaning of the Noble Qur'an in the English Language*, (Madinah : King Fahd Glorious Qur'an Printing Complex).
- O'Malley, J M, and Pierce L V, *Authentic assessment for English language learners*, (Addison: Wesley Publishing Company, 1996)
- Owen Hargie, *Skilled Interpersonal Interaction: Research, Theory, and Practice* (London: Routledge, 2011)

Permendikbud RI No.81a Tahun 2013 Tentang Implementasi Kurikulum.

Potosi, *Using Video Materials as A Teaching Strategy for Listening Comprehension.*
(Pereira:2002)

Rahmawana, *Using Story Completion in Teaching Speaking to the Second grade Students of SMAN 6 Soppeng.*

Santerika, *the Influence of Using Story Completion Technique Towards Students' Speaking Ability at the First Semester of the Eight Grade od SMPN 19 Bandar Lampung.*

Syafaruddin, dkk. 2013. *Panduan Penulisan Skripsi.* Medan.

Tucker, W. (1925, April). Science of Listening. *19 century*, 97, 548-557 in book Debra L. Worthington & Graham D. Bodie. *Defining Listening: A historical Theoretical and Pragmatic Assessment.*

Wijaya, Sukirlan, and Sudirman : *the Implementation of Story Completion Technique in Teaching Speaking.*

BIOGRAPHY

The writer's name is Devin Arniati. She was born on December, 28th 1996 in Doloksanggul, North Sumatera. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Devi or Nia. She is one of the daughter of Mr. Arman and Mrs. Desniaty. She has one brother and three sisters.

Her formal education started from 2002-2008 in primary school, SD Negeri 173395 Doloksanggul, North Sumatera. Then from 2008-2011 she continued her education SMP N 1 Doloksnggul. And then she finished her Senior High School in SMA N 1 Doloksanggul, from 2011-2014, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, July 2019

The writer,

Devi Arniati
34 154 179